Assessment of the Major
Information from any of these sources can illuminate needed curricular or pedagogical change.

Learning Goals in Dance*

Students majoring in Dance will learn to:

1. Understand dance as a cultural practice that reflects and impacts local communities and global cultures.
2. Develop and practice analytic, evaluative, and contextual skills requisite to critical thinking, kinesthetic understanding, and personal growth.
3. Develop and practice skills in rhythmic, movement and compositional analysis.
4. Develop effective communication and research skills to promote and articulate a deeper understanding of dance practice and theory.
5. Engage in personal assessment and reflective practices that encourage self-directed learning.
6. Understand how basic principles of dance science and teaching methodologies can be applied to technical and aesthetic development.
7. Recognize and expand creative, artistic, and intellectual potentials.

Curricular Map

100-Level Courses Goals
- Dnce 110: 1, 3
- Dnce 160: 1, 2
- Engl 198: 2, 4

200-Level Courses Goals
- Dnce 224: 1, 3
- Dnce 260: 1, 2
- Dnce 277: 2, 5

300-Level Courses Goals
- Dnce 333: 3, 5, 6
- Dnce 367: 5, 6
- Dnce 390: 4, 6, 7

400-Level Courses Goals
- Dnce 425: 2, 4, 6
- Dnce 497: 3, 5

Capstones—Senior Projects Practicums Performances All Goals

Performance Measures

Students' Performance on Written Work in 498
Goals 2, 4, 5, 11

End-of-Term Performance Technique Courses in 367, 425
Goals 5, 6, 8, 9, 10, 11

Students' Self Critique in 260, 277, 333, 497, 498
Goals 2, 3, 4, 7, 10

Capstone: Sr Projects in 497, 498
Goals 1-11

Faculty Conversation about Capstone Performances of Majors

Perception Measures

Aggregate Course Evaluations

Exit Interviews with Graduating Dance Majors

OEA Senior & Alumni Survey Data

External Reviewers

Employer Surveys

* These are the 2010 learning goals for the Dance Major. The rest of the information on the chart is designed to illustrate the assessment; it does not represent Dance.

Office of Educational Assessment, 2005